



EMOTIONAL INTELLIGENCE AS A PREDICTOR OF SELF ACTUALIZATION-A REGRESSION ANALYSIS

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ABSTRACT

The present research was undertaken to find out the contribution of Emotional Intelligence in predicting self-actualization. The sample for the study comprised of 100 secondary school teachers selected randomly from the various secondary schools situated in Durg, Bhilai and Raipur cities of Chhattisgarh. The schools for the study were also randomly selected. The tool used for the study were Emotional Intelligence scale (EIS) developed and standardised by the researcher and the self-actualization inventory (SEAI) by Dr. K N Sharma. Simple Linear regression analysis results revealed that 30% of the variance in the dependent variable self-actualization was explained by the independent variable Emotional Intelligence.

KEYWORDS: Emotional Intelligence, Self-Actualization, Secondary School Teacher

INTRODUCTION

Emotional Intelligence is the ability to recognise one's own emotion and those of others, to motivate ourselves and for managing one's own emotions and those of others. It comprises of the five dimensions self-awareness, self-regulation, self-motivation, Empathy and social skills. Goleman (1996) defined Emotional Intelligence as the capacity of recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. Salovey and Mayer (1990) defined Emotional Intelligence as "the ability to monitor one's own and others feeling and emotions to discriminate among them and to use this information to guide one's thinking and action."

Self-Actualization is the realization of an individual's full potential, Maslow (1954) defines self actualization to be "the desire for self-fulfilment, namely the tendency for the individual to become actualized in what he is potentially". This tendency might be phrased as the desire to become more and more what one is to become everything that one is capable of becoming.

Objective of the Study

To find out the contribution of Emotional Intelligence in predicting Self Actualization.

Hypothesis of the study

Ho: There will be no significant contribution of Emotional Intelligence scores in predicting Self Actualization scores of secondary school teachers.

Sample

The sample for the study comprised of 100 secondary school teachers selected randomly from the various secondary schools of Bhilai, Durg and Raipur cities of Chhattisgarh.

Tools for the study

1. Emotional Intelligence Scale (EIS) developed and standardised by the researcher.
2. Self-Actualization Inventory (SEAI) developed and standardised by Dr. K N Sharma.

Procedure

From the various secondary schools situated in Durg, Bhilai and Raipur 20 secondary schools were selected randomly. From the randomly selected schools 100 secondary teachers were selected randomly. The Emotional Intelligence Scale developed and standardised by the researcher and the Self Actualization Inventory by Dr K N Sharma were administered on the 100 randomly selected secondary school teachers. The teachers were given instructions regarding the procedure of indicating the responses. In this way data related to the variables were collected.

Statistical Technique

Linear Regression Analysis was employed to find out the contribution of Emotional Intelligence in predicting Self Actualization.

RESULT AND DISCUSSION

Simple Linear Regression analysis was conducted to find out the contribution of Emotional Intelligence in predicting Self Actualization.

Descriptive Statistics			
	Mean	Std. Deviation	N
SA	175.06	16.31	100
EI	349.55	34.02	100

Table 1

The mean and standard deviation of the variables is given in Table 1. The mean of Self Actualization score in the sample

is 175.06 with a standard deviation of 16.31 (175.06 ± 16.31) and the mean of Emotional Intelligence score in the sample is 349.55 with a standard deviation of 34.02 (349.55 ± 34.02).

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.548a	.300	.293	13.71556	2.079
a. Predictors: (Constant), EI					
b. Dependent Variable: SA					

Table 2

From the Table 2 it is evident that the predictor and the criterion variables i.e. Emotional Intelligence and Self Actualization are moderately related ($R = .548$). $R^2 = .300$ shows that 30% of the variance in the dependent variable is explained by the predictor variable Emotional Intelligence.

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1.	Regression	7902.216	1	7902.216	42.007	.000a
	Residual	18435.424	98	188.117		
	Total	26337.640	99			
a. Predictors: (Constant), EI						
b. Dependent Variable: SA						

Table 3

From the Table 3 it is evident that the F value is statistically significant $F(1,98) = 42.00$,

$P < .001$. Thus the null hypothesis is rejected and it can be concluded that there is significant contribution of Emotional Intelligence in predicting self-actualization of secondary school teachers.

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error				Beta	Lower Bound
1.	(Constant)	83.288	14.226		5.855	.000	55.057	111.519
	EI	.263	.041	.548	6.481	.000	.182	.343

Table 4

From Table 4 Beta = .548 shows that for 1 unit increase in the independent variable there would be .548 increase in dependent variable. The t value is 6.48 which is significant at .01 level ($df=98$).

CONCLUSION

Simple Linear regression analysis was conducted to find out the contribution of Emotional Intelligence in predicting self-actualization. Results revealed that Emotional Intelligence

significantly predicted self-actualization, $\beta = .548$, $t(98) = 6.48$, $P < .001$. Emotional Intelligence also explained a significant proportion of variance in self-actualization scores, $R^2 = .300$, $F(1,98) = 42.00$, $P < .001$.

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